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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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CHARLES RICHMOND HENDERSON

No list of titles or positions held by Professor Henderson intimates, much less exhausts, the manifold relationships and services of his useful and influential life. With his academic standards and achievements he blended personal influence to a rare degree. He was both professor and fellow-student, pastor and preacher at the University, consoler of the sorrowing, adviser of the perplexed, inspirer of the aspiring, sponsor for those whom he fitted for responsible positions, counselor of public officials, speaker on special occasions, and personal friend with a genius for friendship.

To write a personal appreciation of Professor Henderson for publication seems almost foreign to the spirit of his friendship and of his public service. He rather closed than opened the way for any expression of appreciation, even from his intimate friends.

In his public service he neither sought nor expected credit. He simply and devotedly undertook to do what seemed to be incumbent upon him. He was as willing to get as to give help to others.

He was so straightforward and transparent that no one needed to look twice to see clear through his intent and motive. In undertaking what ought to be attempted, he dared to fail, yet did his best to succeed. Though always shrinking from self-assertion, he never hesitated in asserting the claims of justice and charity with a vigor and intensity which increased with his years.

Deferential to others' feelings and opinions to an extent which seemed to be disadvantageous to his own endeavors at times, he never failed to stand sturdily and courageously for that public policy which was best attested by facts and experience, whenever occasion required aggression or defense.

He never spared himself under burdens and labors which, however, might not have shortened his life had they been lightened by the personal and financial resources which are heedlessly withheld from the very few real public burden-bearers. He put his all into the public service and worked his life out to its very end right worthily of the civic patriotism through which he deliberately chose to express his Christian manhood.

Chicago and all America lose a citizen foremost in self-sacrificing, public-spirited, constructive service and gain the heritage of a type of citizenship which is the hope of the future.—GRAHAM TAYLOR, *The Survey*.

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#### MEETING OF THE NORTH CENTRAL ASSOCIATION

The meeting of the North Central Association from March 18 to 20 was significant because of the action taken in regard to approved colleges and also because of certain committee reports which indicate clearly the growth of the movement toward the enlargement of the secondary schools.

The approved list of colleges and higher institutions was much expanded in accordance with a principle adopted at the last meeting of the Association. It was then pointed out that the higher institutions of this territory are so heterogeneous in character that the only useful list of the different kinds of institutions which continue the education of high-school graduates is a list giving detailed information on the significant characteristics of each institution. Thus the name "college" is altogether ambiguous and extends in the one direction into the university and, on the other hand, is used to cover normal schools and even secondary-school courses. In the same fashion teachers' colleges are various in their type. Some of them deal only with students who are preparing to teach in elementary schools, while others give advanced college courses. It was, therefore, voted at the meeting of 1914 that the committee of the Commission should prepare a single list of all higher institutions, this list to include all the different kinds of institutions which are well equipped and prepared to continue the work of the school. This list was further to present details with regard to the student body, the faculty, salaries, courses offered, and material equipment. Such a list was at hand for action by the Commission and was adopted. It will be printed in full in the report of the Association.

In regard to the definition of units and the general organization of the high school several significant reports were made. A report was presented by the Committee on the Definition of Units which emphasized the necessity of evaluating units differently according to whether they are given in the early part of the high-school curriculum or in the latter part.

The second committee which had to do with the reorganization of the secondary school emphasized the same general principle, and the two

reports together called attention very emphatically to the importance of developing a junior high school.

At the final session of the Association papers were presented showing the rapid development of junior colleges on the foundation of secondary schools. It is the practice of many of the higher institutions in this territory to accept the advanced work done in high schools as a substitute for Freshman and Sophomore college work.

The tendencies and principles thus referred to in committee reports and in papers were subjects of much vigorous discussion. The small college, particularly, is interested in these various movements because the small college depends in very large measure upon its Freshman and Sophomore years for its student body. In fact, about one-half of the colleges on the approved list of the Association matriculate each year half of their student body. Any withdrawal of the Freshman year from such institutions would, of course, mean a very great loss in attendance.

Nothing final was done about these committee reports, but the committees were continued for another year and preparation was made for a full and complete discussion of the principles presented by these committees.

The officers of the Association for the ensuing year are Professor Clark of the University of Illinois, president; Principal H. E. Brown of the New Trier Township High School, secretary; and Principal M. H. Stuart, treasurer.

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C. H. J.

#### THE UNIVERSITY OF UTAH AND FREE SPEECH

With the University of Wisconsin under a cross-fire of investigations, and with resolutions threatening similar investigations for the University of Minnesota introduced before the legislature of that state, the university situation might have been considered sufficiently lively. Recent developments in the University of Utah, however, for celerity and dramatic action, throw all others in the shade.

It may be perilous to attempt comment on the Utah situation from this distance, especially since events move so rapidly and the maze of charges and counter-charges is so intricate. But distance has the supreme advantage of adding coolness and, we trust, impartiality to the view. Here in the (comparative) East we may perhaps see lights and shades in the picture not apparent to him who is in the thick of the cloud.

What the relation of the upheaval to Mormonism may be we are not prepared to say. It is noted on the one hand that all of the discharged members of the faculty are non-Mormons; President Kingsbury, however, whom the *Salt Lake Herald-Republican* triumphantly points to as a Democrat and a Unitarian, declares that Professors Knowlton, Wise, Snow, and Bing were discharged solely for "the good of the university," which he later defined to be "disloyalty" to himself. We are informed by the one side that the Board of Regents is for the most part a Mormon board, and that most or all of the new appointees are Mormon men; the supporters of the administration, on the other hand, maintain, that the action could not be taken "along religious lines, since the instructors are of all varieties of religious belief, Mormons being greatly in the minority"—an argument beside the point; nor "along political lines, because political discussions of every sort are tabooed"—which as argument is most ingenious. In this conflict of accusation and denial the wise observer will wait for some impartial investigation, such as that contemplated by the American Association of University Professors.

The wise observer will wait, but in the meantime certain conclusions force themselves on one. Some twenty or more of the faculty have resigned as we write, and more resignations are to follow. The men who have given up their positions include the dean of the school of arts, the dean of the law school, seven professors, most of them heads of departments, several assistant professors, and a scattering number of instructors. Some of these men have built up the university, and have served the state anywhere from three to twenty years. The oldest dean in time of service and one of the youngest instructors refused alike to continue at their posts.

Now, men do not ordinarily resign for petty causes. Particularly are men loath to leave an institution with which they have been associated the best part of their lives. Moreover, men do not want to resign in time of controversy unless conviction forces them to do so, since their leaving is necessarily under a cloud. And most particularly faculty members do not, as a rule, resign sixteen at a time from motives of mere jealousy or personal dislike. We are therefore forced to the conclusion that either the fight for academic freedom must, as the insurgents declare, again be fought, with Utah for its battleground, or that the president of the university is singularly incompetent to get along with ordinary cultured men.

The intense conviction which glows in the printed and written utterances of the insurgent members must strike everyone who reads carefully. It is difficult to believe on the one hand that these men are self-deceived, or, on the other, that they are acting as they do from petty motives. If President Kingsbury was right in his action and his opponents are mistaken, then, to say the least, the uncertainty of his explanations contrasts most unfavorably with the singleness of purpose of Dean Cummings, Dean Holman, and their friends. Thus, no explanation was given for the discharge of the first four men except that vague phrase "for the good of the university"—which sounds like a police report; later we are told it was because of "disloyalty," which suggests in its connotations a very bad type of university administration. We are assured by their colleagues, moreover, that two of the four men discharged were very able men. The head of the English department was removed, at first without explanation; later the explanation was advanced that, though he was a good administrator, he was inefficient in the classroom. The peculiar thing about his case is that while he was removed from his administrative office he was retained as a professor of English! The respectful petition sent to the regents by the faculty was returned with the curt announcement that the answer would be found in the reports of the board—a method of answering petitions before they are received which is apparently peculiar to Utah. All in all, the president, if he is right, has admirably succeeded in putting his case in the worst possible light.

The situation from the most severe point of view looks ugly; from a more charitable standpoint, it is very unfortunate. Information from Utah states, we do not know how authoritatively, that 800 of the 1,200 students have declared they will not return next year. There seems to be a feeling that the close of the university year in June will see a general exodus by members of the faculty who do not wish to remain in so uncomfortable a position. It is probable that the president and the regents will have great difficulty in getting good men to fill the places now vacant until some sort of an understanding is arrived at and the situation is cleared up. One cannot help admiring the idealism of the gray-haired men who have resigned from comfortable places at a time of life when they will have great difficulty in securing others anywhere near as good; of the young men who have thrown up their first jobs for the sake of their convictions. We do not wish to do President Kingsbury and the regents an injustice, but against this altruistic self-sacrifice, the policy of the administration seems not only a little selfish, but worse

than that, a very blundering one. An open statement by the president, a frank consultation with the deans, tactful generalship by the regents would at least have diminished, if not prevented, the unpleasantness which now exists.

H. M. J.

THE TWENTY-SEVENTH ANNUAL CONFERENCE OF THE UNIVERSITY OF CHICAGO WITH RELATED SECONDARY SCHOOLS

The first conference held at the University of Chicago with representatives of high schools, in the fall of 1892, was amply accommodated in a small lecture room. The Twenty-seventh Annual Conference, occurring Friday, April 16, 1915, taxed to their uttermost the largest lecture and classrooms on the University premises. This demand for space was made by fifteen departmental conferences devoted respectively to the consideration of departments of study of mutual importance to high schools and colleges. Approximately a thousand high-school officers and teachers and five hundred boys and girls were the guests of the University on that day. This situation is the result of a steady development of relations between the University and secondary schools, proceeding through the entire history of the University. No one could have participated in the sessions of this latest conference without being convinced that President Harper at the very beginning of the University's life wisely chose the term "co-operation" to designate the relationship which he and those then associated with him wished to establish between the University and secondary schools.

The idea itself was then by no means familiar. The colleges and universities had expressed little, if any, interest in secondary schools, beyond dictating the terms of admission and sometimes "canvassing" for students. Such an assembly as that to which we have referred would have been impracticable and perhaps even inconceivable. Whether justly or not, the attitude of the colleges toward the secondary schools was assumed to be taken in an arbitrary and unsympathetic spirit. And the high schools responded, some with submission and fear, and others with more or less distinct protest. It seems hardly extravagant to say that the ideal of the first president of the University has been at last completely realized. During the past three years, especially, the conferences of the University with high schools have attracted great numbers of high-school superintendents, principals, and teachers between whom and the officers of the University problems have been discussed with the utmost frankness. The meetings are conducted under the stress of mutual desire to solve these problems, not from the point of view of the

University nor even from that of the schools, but rather with the view to securing the best conditions for the boys and girls immediately concerned.

Especially during these three years the conferences have been devoted to questions of vital moment. In 1913 the general topic was "Economy in Education," with a view to discussing from every point of view the means whereby overlapping and every kind of waste might be corrected. The University had a very concrete contribution to this question in the form of actual laboratory work then in progress in its Elementary and High schools looking to an ultimate saving of two years in the educational stages. In 1914 the general topic was "Recent Progress and Present Conditions in the Teaching of High-School Subjects." In the departmental conferences devoted to this subject suggestions were made and plans formed that immediately and permanently modified the procedure in the teaching of certain high-school subjects. In 1915 the general subject of the conference was "The Relation of the Organized Library to the School." This brought into consideration a third party to co-operation, namely, the library; and the conception of the field of co-operation in the interests of secondary education was wonderfully enlarged.

By means of this great conference and all similar assemblies bringing together college and high-school people the atmosphere has been cleared of mutual suspicions and misunderstandings. Closer articulation of the different stages of work has been effected. A better apprehension of methods has been reached. Economy of time has been secured. The imaginary division between high school and college is no longer even imagined. The college frankly asks the high school, according to its ability, to take over junior college work. The high schools in turn are asking the colleges to recognize, as worthy of college credit, work of appropriate quantity and quality performed in the high school. All this and more has come to pass through acquaintance and conference between open-minded men and women. It affords encouragement to the hope that we have discovered the best way and are actually following the best methods for further progress toward what is sound in educational procedure.

N. B.

#### NON-COMPETITIVE TRACK GAMES

We are indebted to Mr. A. S. Hotchkiss, director of athletics, Hanover College, Hanover, Illinois, for a plan of scoring non-competitive track and field games. Its purpose is to interest all students in track and

field athletics, and to avoid the lamentable tendency to confine athletic training to the few capable of winning points in inter-school meets.

Mr. Hotchkiss says: "The aim is to interest as many students as possible, regardless of their athletic ability; to offer continued recreative exercise with the team influence; to recognize acquired ability; to offer an advantage to the team composed of the greatest numbers; and

A TABLE FOR SCORING POINTS IN NON-

EVENT \ POINTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
50-yd. dash.....	95	.....	.....	8	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	64	.....	.....	63	.....	.....	63	.....	
100-yd. dash.....	195	18	17	16	15	14	13 <sup>3</sup>	13 <sup>2</sup>	13	12 <sup>3</sup>	12 <sup>2</sup>	12	11 <sup>4</sup>	11 <sup>3</sup>	11 <sup>2</sup>	11 <sup>1</sup>	10 <sup>4</sup>	10 <sup>3</sup>	10 <sup>2</sup>	10 <sup>1</sup>	10 <sup>0</sup>	10 <sup>-1</sup>	10 <sup>-2</sup>	10 <sup>-3</sup>	
220-yd. dash.....	34	33	32	31	30	29	28	27	26	25 <sup>4</sup>	25 <sup>3</sup>	25	24 <sup>4</sup>	24 <sup>3</sup>	24 <sup>2</sup>	24 <sup>1</sup>	24 <sup>0</sup>	23 <sup>4</sup>	23 <sup>3</sup>	23 <sup>2</sup>	23 <sup>1</sup>	23 <sup>0</sup>	22 <sup>4</sup>	22 <sup>3</sup>	22 <sup>2</sup>
440-yd. dash.....	73	72	71	70	69	68	67	66	65	64	63	62	61	60	58 <sup>3</sup>	58 <sup>2</sup>	57 <sup>4</sup>	57 <sup>3</sup>	57 <sup>2</sup>	56 <sup>4</sup>	56 <sup>3</sup>	56 <sup>2</sup>	56 <sup>1</sup>	56 <sup>0</sup>	
120-yd. hurdle...	30	29	28	27	26	25	24	23 <sup>2</sup>	23	22 <sup>3</sup>	22 <sup>2</sup>	21 <sup>4</sup>	21 <sup>3</sup>	21	20 <sup>3</sup>	20 <sup>2</sup>	20	19 <sup>4</sup>	19 <sup>3</sup>	19 <sup>2</sup>	19 <sup>1</sup>	19 <sup>0</sup>	18 <sup>4</sup>	18 <sup>3</sup>	18 <sup>2</sup>
220-yd. hurdle...	42	41	40	39	38	37	36	35	34	33 <sup>2</sup>	32 <sup>3</sup>	32	31 <sup>4</sup>	31 <sup>3</sup>	31 <sup>2</sup>	31 <sup>1</sup>	30 <sup>4</sup>	30 <sup>3</sup>	30 <sup>2</sup>	30 <sup>1</sup>	30 <sup>0</sup>	29 <sup>4</sup>	29 <sup>3</sup>	29 <sup>2</sup>	29 <sup>1</sup>
Half-mile.....	2-43	2-42	2-41	2-40	2-39	2-38	2-37	2-36	2-35	2-34	2-33	2-32	2-31	2-30	2-29	2-28	2-27	2-26	2-25	2-24	2-23	2-22	2-21	2-20	2-19
Mile run.....	9m	8-50	8-40	8-30	8-20	8-10	8	7-50	7-40	7-30	7-20	7-10	7	6-55	6-50	6-45	6-40	6-35	6-30	6-25	6-20	6-15	6-10	6-5	6-0
Discus throw....	40f	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88
Shot put (12 lb.)	17f	18	19	20	21	22	23	24	25	26	27	28	29	30	30-6	31	31-6	32	32-6	33	33-6	34	34-6	35	36
Hammer (12 lb.)	40f	42	44	46	48	50	52	54	56	60	64	68	72	76	80	84	88	92	96	100	101	102	104	105	106
Broad jump (R)...	10	.....	11	.....	12	.....	14	14-3	14-6	15	16	16-2	16-4	16-5	16-6	16-8	16-10	16-11	17	17-1	17-2	17-3	17-4	17-5	17-6
High jump (R)...	2-9	.....	3	.....	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10	3-11	4	4-1	4-2	4-3	4-4	4-5	4-6	4-7	4-8	4-9	4-10	4-11
Pole vault.....	5-6	.....	5-7	.....	5-9	.....	5-10	6	6-1	6-2	6-3	6-4	6-5	6-6	6-7	6-8	6-10	7	7-2	7-4	7-6	7-8	7-10	8	9

METHOD.—In all of the dashes and in both hurdle races the large figures to the right of the event are seconds. The smaller figures are fifths of and half-mile the first large figure is minutes, then the dash, with seconds following, and the smaller figure is fifths. In the events

to encourage all-round ability." Here is a program worth the study of high schools, colleges, and universities, most of which are saddled with a top-heavy, inefficient, and often pernicious system of competitive games.

The author of this ingenious plan describes its operation as follows:

In operation the various natural divisions of classes have been used successfully, both in high schools and in colleges. A series of several meets are generally arranged, taking place after school hours and one meet completed each week. Certain events are announced in advance for each day's activities. The various members of each team compete separately, except, generally to facilitate matters, two or more participate in the half and mile runs, at one time.

In the arranging of the value of the points the fact is recognized that no two persons would agree on the requirement. The present plan is not considered perfect. It has stood the tests of several seasons and has worked out very

well in high schools and colleges of the usual ability. This arrangement tries to take in account that after a certain amount of ability is acquired it should be harder to make points and also to take into consideration the relationship of the ordinary athlete and the star performer as regards points, and to encourage participation in a new event.

By referring to the tabulated form, if a boy could vault 5 feet 6 inches he won one point; if he could vault 6 feet he won eight points, and so on up to

## COMPETITIVE TRACK AND FIELD GAMES

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
.....	.....	.....	6 <sup>2</sup>	.....	.....	.....	6 <sup>1</sup>	.....	.....	.....	.....	6	.....	.....	.....	5 <sup>4</sup>	.....	.....	.....	.....	.....	.....	.....	5 <sup>3</sup>	
11 <sup>1</sup>	.....	.....	.....	11	.....	.....	.....	.....	10 <sup>4</sup>	.....	.....	.....	10 <sup>3</sup>	.....	.....	10 <sup>2</sup>	.....	.....	10 <sup>1</sup>	.....	.....	.....	.....	10	
23 <sup>4</sup>	.....	.....	23 <sup>3</sup>	.....	.....	23 <sup>2</sup>	.....	.....	23 <sup>1</sup>	.....	.....	23	.....	.....	22 <sup>4</sup>	.....	.....	22 <sup>3</sup>	.....	.....	22 <sup>2</sup>	.....	.....	22 <sup>1</sup>	
55 <sup>1</sup>	55 <sup>3</sup>	55 <sup>2</sup>	55 <sup>1</sup>	55	53 <sup>4</sup>	53 <sup>3</sup>	53 <sup>2</sup>	.....	43 <sup>1</sup>	.....	53	.....	52 <sup>4</sup>	.....	52 <sup>3</sup>	.....	52 <sup>2</sup>	.....	52 <sup>1</sup>	.....	.....	.....	52		
18 <sup>2</sup>	18 <sup>1</sup>	18	17 <sup>4</sup>	17 <sup>3</sup>	17 <sup>2</sup>	.....	17 <sup>1</sup>	.....	17	.....	16 <sup>4</sup>	.....	16 <sup>3</sup>	.....	16 <sup>2</sup>	.....	16 <sup>1</sup>	.....	16	.....	.....	.....	15 <sup>4</sup>		
29	28 <sup>4</sup>	28 <sup>3</sup>	28 <sup>2</sup>	28 <sup>1</sup>	28	.....	27 <sup>4</sup>	.....	27 <sup>3</sup>	.....	27 <sup>2</sup>	.....	27 <sup>1</sup>	.....	27	.....	26 <sup>4</sup>	.....	26 <sup>3</sup>	.....	.....	.....	26 <sup>2</sup>		
2-19	2-18	2-17	2-16	2-15	2-14	2-13	2-12	2-11	2-10	2-9	2-8	2-7	2-6	2-5	2-4	2-3 <sup>4</sup>	2-3 <sup>3</sup>	2-3 <sup>2</sup>	2-3 <sup>1</sup>	2-3	2-2 <sup>4</sup>	2-2 <sup>3</sup>	2-2 <sup>2</sup>	2-2 <sup>1</sup>	
6-20	6-15	6-10	6-05	6	5-55	5-50	5-45	5-40	5-35	5-30	5-25	5-20	5-15	5-10	5-05	5	4-45	4-43	4-40	4-38	4-36	4-34	4-32	4-31	4-30
88	90	92	94	96	98	100	101	102	103	104	105	106	107	108	109	110	112	115	116	117	118	119	121	123	125
35-6	36	36-6	37	37-6	38	38-6	39	39-6	40	40-6	41	41-6	42	42-6	43	43-6	44	44-6	45	45-6	46	46-6	47	47-6	48
106	107	108	109	110	111	112	114	116	118	120	122	124	126	128	130	134	138	142	146	150	154	156	158	159	160
17-6	17-7	17-8	17-10	18	18-2	18-4	18-6	18-8	18-10	19	19-2	19-4	19-6	19-8	19-10	20	20-2	20-4	20-6	20-8	20-10	21	21-2	21-4	21-6
....	4-8	....	4-9	....	4-10	....	4-11	....	5	5-1	5-2	5-3	5-4	5-5	5-6	5-7	5-8	....	5-9	....	5-10	....	5-11	....	6
1-8-2	8-4	8-6	8-8	8-10	9	9-2	9-4	9-6	9-8	9-10	10	10-2	10-4	10-6	10-8	10-9	10-10	10-11	11	11-1	11-2	11-3	11-4	11-5	11-6

seconds. Thus if a person runs the 440-yd. dash in 58<sup>2</sup> seconds he scores 15 points. If he runs it in 55<sup>1</sup> seconds he scores 28 points. In the mile for height or distance the first set of figures is feet and the figures following the dash are inches. Arranged by A. S. Hotchkiss.

11 feet 6 inches which gives him fifty points. Again if the young man could run the 100 yards in 19 seconds, he won one point, and so on. The easiest event to win points is the 50-yard dash so arranged to encourage endeavor as the first event on the program. Every man is expected to enter as many events as possible, and no strain is forced upon him if three or four events of a suitable variety are arranged for each day. The requirement for points is made so low that any normal boy can win points. Team spirit asserts itself and influences every possible member of each team to compete, regardless of his proficiency in the various events. The total number of points made by each team determines its standing, and in a series of meets the grand total decides the winner. The points will easily total as high as 600 for any ordinary individual during three meets, and team scores run into the thousands. This system had proved to be a success, and, so far as I know, is used in only one other college and in one high school in this country.

## VITALIZING THE HIGH-SCHOOL INFLUENCE

Samuel Hixon, principal of the Knoxville (Tenn.) High School is making his school a social institution reaching deeply into the activities of the city. Class instruction touches life in various phases. English, for example, emphasizes oral expression and magazine reading; for composition material pupils visit Knoxville's industries, consult managers, and read scientific articles. Science sends entire classes upon excursions to tie up book information with real observation. Classes elect members to report to the whole school-body the findings of each visit. Advanced courses in chemistry send the best pupils into testing laboratories to assist experts in the analysis of food products.

School life and home life of high-school pupils are correlated through a "confidential group system." Each teacher is assigned to a group of pupils averaging about thirty in number and designated "the confidential group." Under this system it becomes the duty of the teachers:

1. To establish intimate relations with the pupils of their groups—to become their adviser and friend. The teachers meet their groups once each day in short conference on appropriate matters, directing their pupils in a constructive way toward a proper appreciation of their opportunities, fixing right standards of conduct, and establishing relations of mutual confidence and sympathy. Under this plan the pupils feel that the teachers are their friends and really sympathize with them in their difficulties. The result is being felt in a very appreciable way in the splendid response on the part of the pupils to all the demands of the school.

2. To study the home conditions of the pupils of their groups by visiting their homes and getting acquainted with their parents. To facilitate carrying out this requirement many of the teachers have been meeting their pupils and parents at the school in a social hour with a short literary program and light refreshments. These meetings are proving of incalculable value in socializing the school and in bringing the home and the school into more intimate relationship.